

DOCUMENT RESUME

ED 420 925

EA 029 182

AUTHOR Aguilera, Linda; Crane, Patti; Hamer, Mariann; Morrison, Melissa; Serrano, Dina

TITLE Comer Schools: Are They Recognizable through Direct Observation?

PUB DATE 1998-04-00

NOTE 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Educational Change; *Educational Environment; Elementary Education; *Institutional Characteristics; *Measurement; Models; Observation; *School Effectiveness

IDENTIFIERS *Comer School Development Program; San Diego Unified School District CA

ABSTRACT

The Comer School Development Program is a reform model aimed at creating a positive school climate. Research has confirmed that specific Comer characteristics, such as an orderly, well-maintained facility, classroom diversity, and staff friendliness, can be observed. This study uses the Comer Visitor Observation instrument to determine whether positive climate can be observed. Data from nine elementary schools (three high-implementing, three low-implementing, and three control) in the San Diego Unified School District showed that climate definitely varied among schools. The schools were observed by five different researchers unaware of each school's status. Findings indicated that schools could be correctly identified as high, low, or control through direct observation. When Comer surveys and Comer Visitor Observation instruments were distributed to parents, teachers, and staff, their responses did not correlate as highly as researchers' direct observations. From these mixed results, it is important to realize that school climate fluctuates yearly, due to variables such as administrative support, influx of new teachers not trained in the Comer School Development Program, and lack of on-going training. High-implementing Comer schools that continue to educate parents, staff, and students have a better chance for maintaining a desirable, achievement-oriented school climate. Included are tables and sample study questionnaires. Contains 7 references and a 14-item bibliography. (MLH)

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

COMER SCHOOLS:
ARE THEY RECOGNIZABLE THROUGH
DIRECT OBSERVATION?

Linda Aguilera
Patti Crane
Mariann Hamer
Melissa Morrison
Dina Serrano

San Diego State University
and
San Diego Unified School District

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as
received from the person or organization
originating it.
- ☐ Minor changes have been made to
improve reproduction quality.

- Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

L. Aguilera

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

Paper presented at the Annual Meeting of the American
Educational Research Association, San Diego, CA, April 13-17, 1998

Abstract

The Comer School Development Program is a school reform model that, in full implementation, creates positive school climate. The research has confirmed that this can be observed. Specific characteristics of this climate should be intrinsic in all Comer schools. One would expect to see a school that is well-maintained, free from trash, graffiti, or broken windows; one that appears orderly, has child-centered banners, and bulletin boards displaying the Comer principles. Classrooms would show evidence of ethnic and cultural diversity, and teachers would show a variety of instructional methods. A high implementing Comer school would have a parent or community room and information board. The atmosphere of the school would be friendly as evidenced by students, and staff welcoming visitors with eye contact and smiles. These attributes should be visible to students, parents, and staff.

This study uses an instrument called the Comer Visitor Observation to determine whether or not positive climate can be observed. Data showed that school climate definitely varied among schools. It was obvious to the researchers which school were the control schools. One of the schools was particularly unfriendly and did not even allow the researchers to enter the classrooms. The schools were observed by five different researchers, unaware of the school's status. Nine schools were chosen; three were high implementing Comer, three low and three control schools. The researchers did not know the designation of any of the schools. Individual surveys were recorded for each school by the researchers. A collective mean was calculated. Findings indicated that the schools could be correctly identified as high, low, or control through direct observation.

The concept was further developed using the Comer Surveys distributed to parents, teachers, and students. Common questions from the Comer Surveys and the Comer Visitor Observation were correlated. Parent, teacher, and staff responses did not correlate as highly as the direct observation. Teacher responses correlated significantly with the questions of community and parent involvement. Frequent parent involvement on special projects was the single most important item in identifying the school as a Comer school.

While all the above listed characteristics did in fact make it possible for the researchers to identify the high implementing Comer schools, it became evident through the Comer Surveys distributed to parents, staff, and students, that it was not overwhelmingly obvious that a school was practicing the Comer principle. It is important to realize that school climate fluctuates from year to year because of variables such as administrative support, influx of new teachers not trained in the Comer School Development Program, and lack of on-going training for all. High implementing Comer Schools that continue to educate parents, staff, and students have a better chance for maintaining the desired positive school climate, characteristic of Comer schools, that can lead to improved student achievement.

Introduction

What is a Comer School? Can you identify a Comer School through observation, or by touring the campus? Are there specific characteristics that should be in place that can add to positive school climate? Do parents, students and staff recognize these components? These are some questions that will be answered in this study.

Considering the current wave of school reform models, and the emphasis on improving student achievement, the Comer model is one that cannot be overlooked. Comer's principles focus on the child and the comprehensive support group. This support group includes parents, staff and community members. Studies show that when learning conditions at the school are optimal, or school climate is ideal, the child can achieve to the best of his or her ability. The researchers reasoned that when the climate is ideal, it should be visible. One should see specific characteristics of school climate, feel a welcoming atmosphere, observe a diverse instructional program, and see evidence of parent and community involvement.

These characteristics were tested through observations of nine selected schools. A survey instrument, named the Comer Visitor Observation, was developed by the researchers to measure what they felt should be observed in an ideal high implementing Comer school. The questions were developed from the original Comer Survey used by the San Diego Unified School District. The questions were chosen for their observability at the schools. San Diego Unified School District personnel assisted in identifying the nine schools to observe: three high implementing Comer Schools, three low implementing Comer schools, and three control schools. The status of the schools was anonymous to the five researchers. The goal was for all five to observe the nine schools, filling out an observation survey for each. The data would be collected and compared to see if the observations verified the high, low and control groups. Secondly, the researchers matched questions from the Comer Visitor Observation with those from the Comer surveys. In the Comer surveys, parents, teachers, and students responded to the school climate questions based on their personal experiences at the school. These two sets of data were then correlated to see their relationship.

Part of the definition of a Comer school is one with a comfortable atmosphere and a school climate that allows for optimal learning for all students. If these positive school climate characteristics could be observed by looking at a school for less than an hour, and school climate surveys confirmed this notion, then it is evident that the school is following this aspect of the model as defined by the Comer School Development Program. Optimally, parents, teachers, and students will feel this positive sense of community and collaborate as a cohesive team to the shared goal of increased student achievement.

Review of Literature

The Comer School Development Program (SDP) has been successful in improving urban schools because of its emphasis on systemic change, child development, and parent involvement. The program is a nine element process model of three mechanisms, three operations, and three guidelines that replaces traditional organization and management (Haynes & Comer, 1993). While other school reform models focus on either enriching curriculum development or emphasizing cognitive practices that increase learning, the Comer program emphasizes improved school climate (Zimmerman, 1993).

Can a person just walking through the school for an informal observation tell that the school is practicing a Comer philosophy? What does the school climate look like? School climate is a term used often to describe the atmosphere of a school. Defining school climate, however, can be overwhelming to the researchers because of the wide range of assumptions and concepts involved. Wilbur Brookover's conception of school climate as the composite of norms, expectations, and beliefs which characterize the school social system as perceived by members of the social system (Coleman, 1984), is broad based. Similarly, The National Association of Secondary School Principals (NASSP) developed a task force, named in 1982, that defined school climate as "the relatively permanent and enduring pattern of shared perceptions (of teachers, students, and community members) of the characteristics of a school and of its members, i.e., the enduring perceptions of the culture of the school" (Kelley, 1989, p. 3).

James Comer further exemplifies school climate by encouraging "schools to provide an environment that stimulates the orderliness, respectful relationships, and the school-centered planning that are prerequisites for teaching and learning" (Comer; et al, 1991, p. 82). This leads to the description of a Comer School that is child-centered, nurturing, self-sustaining, and encompassing. In schools, then, that are high implementing Comer schools, we would expect to perceive visual indications of this philosophy, as well as feel the welcoming atmosphere of which James Comer speaks.

Carolyn Anderson, in 1982, identified four categories of variables of school climate: ecology (physical variables), milieu (characteristics of individuals in the school), social system (patterns or rules of operating and interacting in the school), and culture (variables that reflect norms, belief systems, values, cognitive structures, and attitudes of persons within the school). Following Anderson's delineations, focus on specific observable traits, that may signify a more comprehensive positive school climate, can be studied.

The first category, 'ecology' of the school environment (Anderson, 1982), is most important for the purpose of this study, and includes such physically observable characteristics as hall activity, broken windows or doors, chipping paint, graffiti, trash, gardening, child centered banners, Comer bulletin boards, parent or community information boards and room, orderly classes and safe-looking playgrounds. The outward appearance of the school building and grounds affect this variable of school climate.

The next category of school climate, 'milieu' (Anderson, 1982), is established through the collection of ethnicity, socioeconomic background, achievement levels, and other factors relating to the school's specific population. "Children of different ethnic, cultural, and economic backgrounds should feel safe and respected by their peers who come from different backgrounds (Comer; et al, 1991, p.75). These elements can promote a positive school climate and, as Comer believes, when children feel personally secure and affirmed, they are better able to treat others with similar consideration; creating an atmosphere of collaboration and congeniality. In observing this, we may see multicultural posters, children of various ethnic backgrounds playing together, or mixed cooperative groups in the classroom.

Thirdly, the 'social system' and its implications for order and behavioral expectations, can influence the school environment or climate. When these rules are set in place with clear rewards and consequences, a peaceful atmosphere can be witnessed. "Learning and teaching cannot take place in schools that are not orderly and safe" (Editorial Projects in Education Inc., 1997).

Finally, the culture that reflects the beliefs and attitudes existing within a school (Anderson, 1982) sets the tone for the school. In this aspect of school climate, rapport is developed in relationships between students, parents, staff, and administrators. An article published by Editorial Projects in Education Inc. (1997) states students perform better in schools where teachers take the time to plan and work together. The continuous and consistent cooperation enables staff and administrators to begin to identify obstacles of implementation and then to develop benchmarks to monitor progress (Gottfredson, 1987). When teamwork like this is exhibited, the culture of the school becomes one that is productive and child-centered. The importance of this essential link between cooperation and communication occurs in most research studies. The friendliness of the students and staff, including the office personnel, can visibly show a cohesive family unit.

Other researchers found school climate to be influenced by three elements: principal leadership, faculty collegiality, and student discipline (Taylor, 1994). Still other studies show that schools with higher levels of parent/community involvement and principals with 'promoter' styles may be major contributors to students' achievement (Bulach, 1994). Specific research conducted over the last decade has consistently shown a link between positive school climate and other important measurements of school success: academic achievement, high morale, staff productivity, and effective management. We know that children learn best when they are in a caring, supportive environment. It is apparent that many structures must function together to enable the school climate to be a healthy, positive environment in which children flourish.

Lengthy documents continue to be written to define school climate. The question then became, is there a set of observable standards that would identify positive school climate? Few studies have been performed to observe the physical characteristics of a school to identify it with positive school climate and, therefore, high implementation of this aspect of the Comer principles. Because the School Development Program is not a curriculum based model, however, but more a management strategy and belief system, the question posed is how does one know when a school has implemented and is practicing the Comer School Development Program? Can you tell, by direct observation, which schools are in this category? This study set forth to do just that.

Method

Subjects

Nine elementary school sites in the San Diego Unified School District were selected: three high implementing Comer Schools, three low implementing Comer schools, and three control schools. Enrollment for the different schools ranged from 450 to 1325 students. The ethnic breakdown of students attending Comer schools is primarily Latino. African American, Southeast Asian, and a small percentage of Caucasian were also represented. Five observers were not informed of a school's status and rotated their visits among the nine schools.

Instruments

This study includes use of two survey instruments, the Comer Visitor Observation and the Comer Survey. The Comer Visitor Observation was developed as an observational tool. Using a five point Likert scale, thirteen observable items of school climate, classroom environment, and parent involvement were identified. The Comer Survey consists of three surveys, one for students (school climate, classroom environment, and social competence), another for staff (school climate and teacher efficacy), and a third for parents (school climate). These surveys are the same surveys used in a five year longitudinal study agreement with the School Development Program at Yale University (see app. A-C).

Analysis

Initially, the data collected from the Comer Visitor Observation was utilized to check categorizing of the nine schools into high implementing, low implementing, and control. A mean was calculated from the five observers' responses to each of the thirteen questions. A mean was also calculated for each individual school. The schools with the three highest means were labeled high implementing Comer Schools. The schools with the three lowest means were categorized as control schools. The remaining schools were classified as low implementing Comer. These groupings were compared with district survey data from from the Comer Survey.

Secondly, the 13 items from the Comer Visitor Observation were matched with individual questions from the Comer (Student, Parent, and Staff) Surveys. The data collected through observation was then correlated with the Comer Student, Parent, and Staff Survey data that was previously administered at each of the school sites by the district.

Findings

Using the Comer Visitor Observation Survey, researchers were able to correctly categorize the nine schools into high implementing Comer, low implementing Comer, and control schools.

Of the forty-one survey questions, 13 of them correlated significantly with the observation data, and ten of those came from the staff surveys. Observation Q13 (evidence of community and parent involvement) compared with Staff Survey QA4 (Parents frequently volunteer on special projects) emerged as the single most significant item identifying the school as a Comer school. Beyond just attending PTA meetings or volunteering at special events, teachers report parents help in the classrooms and visit school on a regular basis. These self-reported data all were triangulated and confirmed through observation.

The following correlations were found between the Comer Visitor Observation and Comer Survey Data:

1. Observation Question 1: The school has a quiet atmosphere.

- Student Survey Question E27 --My class is noisy-- $p=.105$, $r=-.58$

2. Observation Question 2: Generally, the school is well maintained.

- Parent Survey Question G38 --Parts of the school are damages--
 $p=.03$, $r=.73$
- Staff Survey Question A77--The school is well maintained-- $p=.04$, $r=-.68$
- Staff Survey Question A73 --Walls are in good condition-- $p=.04$, $r=.70$
- Staff Survey Question A70 --Often broken windows and doors--
 $p=.03$, $r=.72$
- Staff Survey Question A59 --Usually clean and tidy-- $p=.03$, $r=.73$

3. Observation Question 3: The school has a bright and pleasant appearance.

- Parent Survey Question G55 --School is in good physical condition--
 $p=.07$, $r=.63$
- Staff Survey Question A67 --Bright and pleasant appearance-- $p=.03$, $r=.72$

4. Observation Question 13: There is evidence of community and parent involvement.

- Staff Survey Question A2 --Parents attend PTA meetings-- $p=.05$, $r=.66$
- Staff Survey Question A4 --Parents frequently volunteer on special projects--
 $p=.006$, $r=.82$
- Staff Survey Question A6 --Parents rarely attend school activities--
 $p=.07$, $r=-.62$
- Staff Survey Question A15 --Parents frequently volunteer to help in
classrooms-- $p=.03$, $r=.71$
- Staff Survey Question A62 --Parents visit school on a regular basis--
 $p=.05$, $r=.67$

These findings are illustrated in Figures 1-4

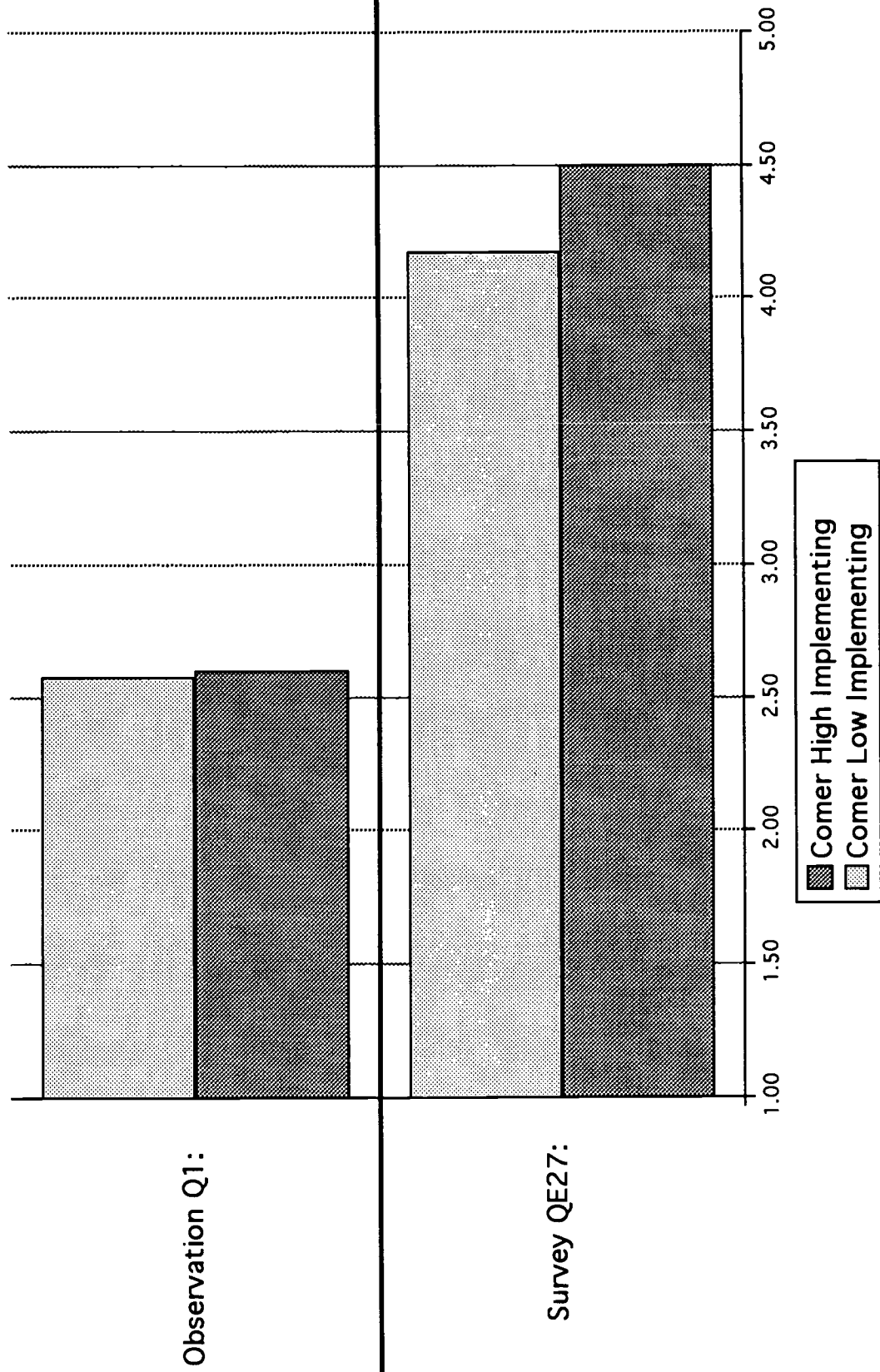
Discussion

This study illuminates key observable characteristics of schools implementing the Comer School Development Program at a high level. It also expands on the dimensions of parent/community involvement and its importance in contributing to a school's climate and consequential academic success.

An interesting phenomenon occurred in the course of the study. At the time chosen schools were received by observers, there were three high, three low, and three control schools based on the previous years data from the Comer Surveys. The observers confirmed each of these ratings through direct observation. During this observational collection, however, two schools fell from a high to a low implementing school based on the new results of the Comer Surveys. At the time of observation, this shift was not evident. What seems to have occurred was that the internal structure had been altered. At these particular schools, there was a change in administration and an addition of several new teachers not trained in the Comer SDP. This substantiates the fact that the Comer philosophy must be school-wide and when new staff arrives, there is an immediate need to train them in the Comer SDP to enable the school to function as a high implementing Comer School.

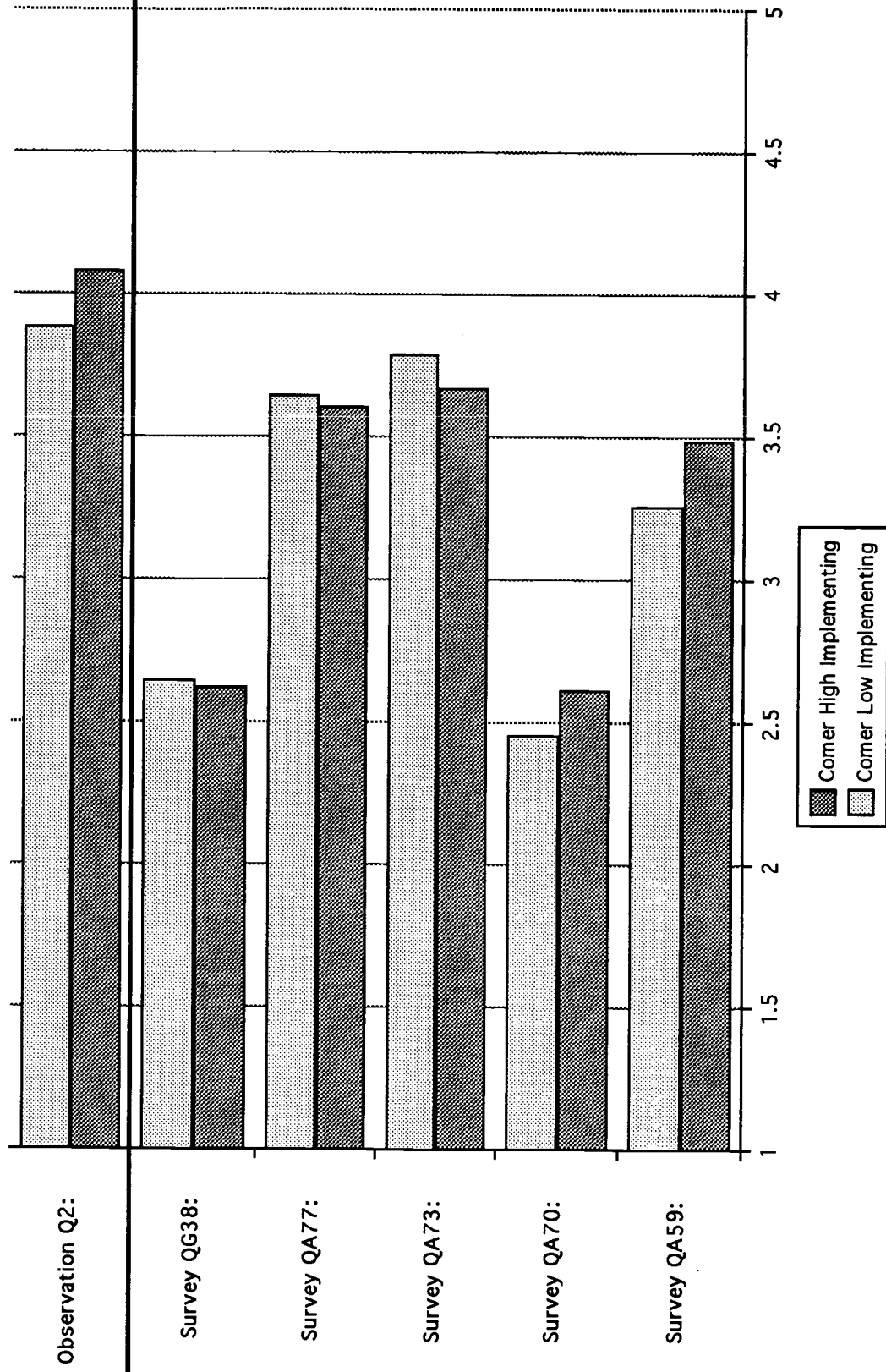
It is also possible that a school could be practicing good teaching and learning methods, including creating a positive school environment, but not be an "official" Comer School. These may have been schools that have come to the same conclusion as Dr. Comer and were implementing good teaching practices.

Observation Data Question 1: School has a quiet atmosphere



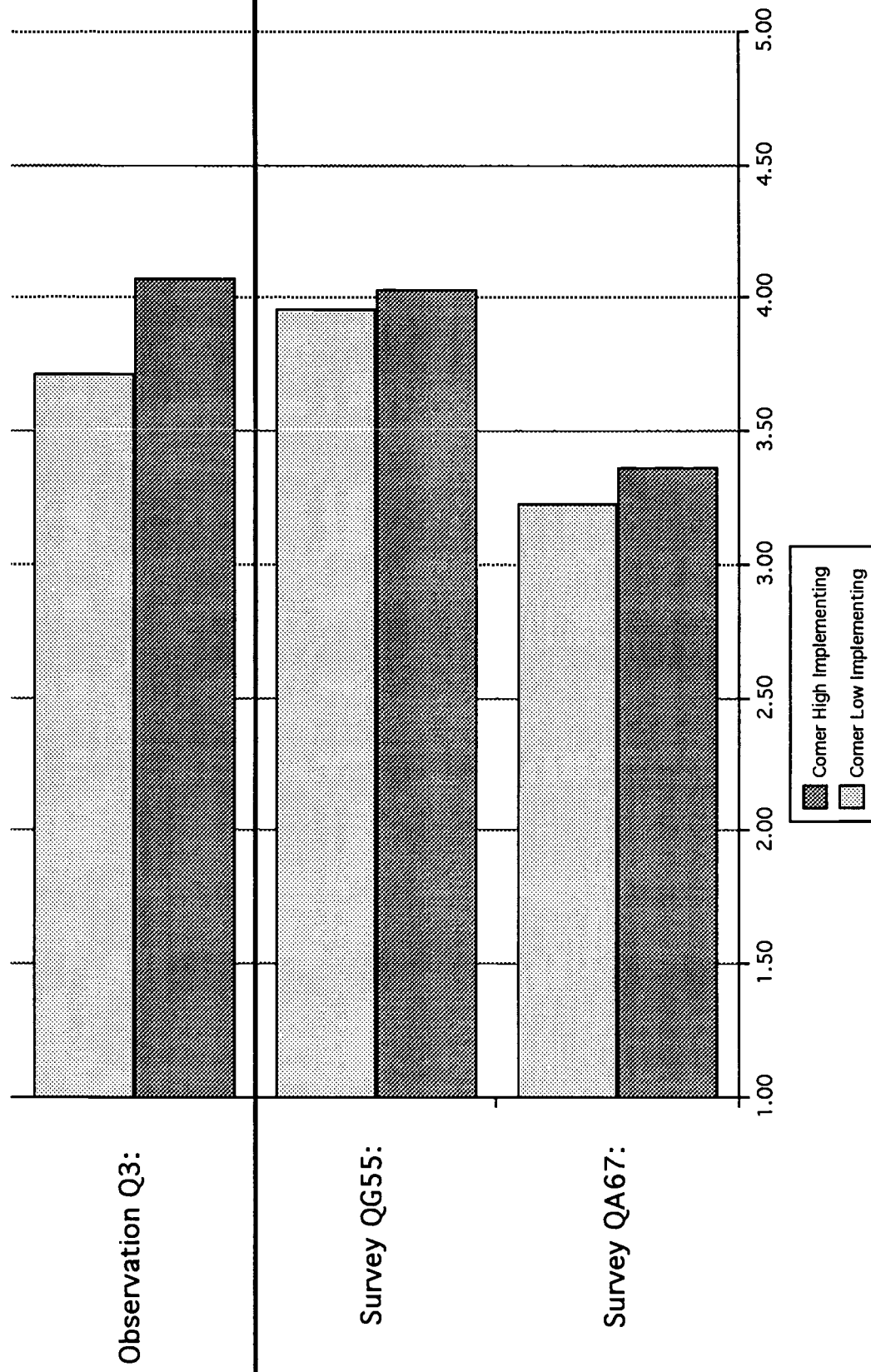
(Figure 1)

Observation Question 2: The school is well maintained



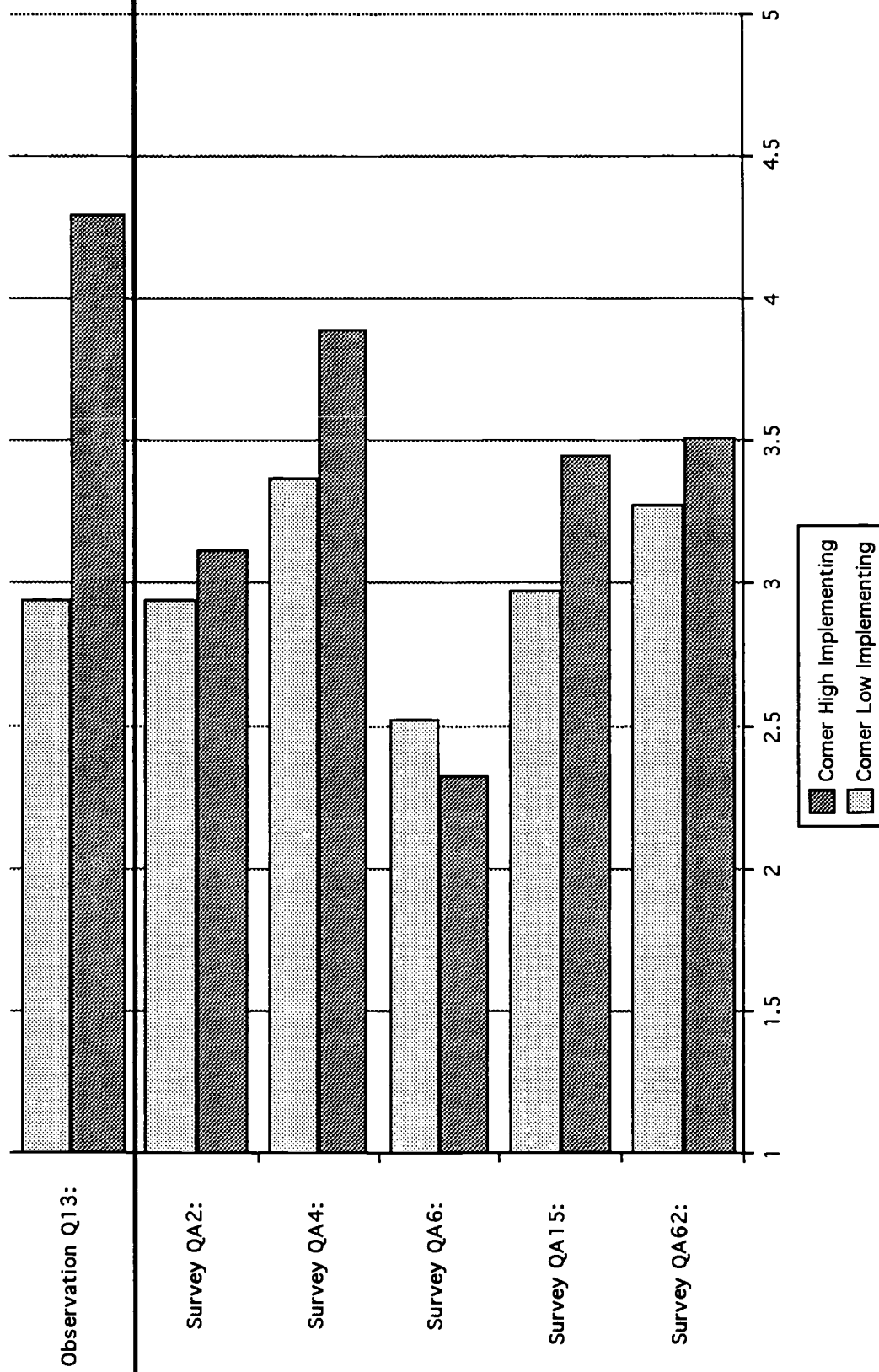
(Figure 2)

Observation Question 3: School has bright and pleasant appearance



(Figure 3)

Observation Question 13: Evidence of community and parent involvement



(Figure 4)

Comer Visitor Observation

Rate the following questions according to what you observe at the school. Circle the number you feel best describes what you observe. The scale is as follows: 1-nothing, 2-very little, 3-some, 4-quite a bit, 5-a great deal, 6-not observed.

School Climate

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. The school has a quiet atmosphere.
conducive to learning. (Hall activity is directed.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Generally, the school is well maintained.
(No broken windows or doors, chipping paint or graffiti.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. The school has a bright and pleasant
appearance. (No trash, gardening is evident, banners displayed.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. The office makes visitors feel welcome.
(Warm greeting, smiles, you are noticed.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. There is evidence of the school being a
Comer school. (Bulletin boards, child centered banners, parent or community board.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. The school has a friendly,
welcoming atmosphere. (Obvious while walking around.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Staff welcomes visitors.
(Eye contact, smiles, greeting.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Students welcome visitors. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. The classes are orderly.
(Students are on task.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. The playground is peaceful.
(No obvious conflicts, safety rules are observed.) | 1 | 2 | 3 | 4 | 5 | 6 |

Instructional Program

- | | | | | | | |
|---|---|---|---|---|---|---|
| 11. Curriculum and materials reflect
ethnic and cultural diversity. (Display materials, books, bulletin boards, projects.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Teachers use a variety of teaching
methods to help their students learn. (Seating arrangements, displays, centers.) | 1 | 2 | 3 | 4 | 5 | 6 |

Parent Involvement

- | | | | | | | |
|--|---|---|---|---|---|---|
| 13. There is evidence of community and
parent involvement. (Parent room and community board.) | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|

School observed:_____ Date_____

Observer_____ Time in_____ Time out_____

numbers that correspond directly to original survey: 1,2,3,9,11,12,13

School Climate Survey

A

(School Staff Version)

We would like to know how you feel about your school. Please indicate how strongly you agree or disagree with each statement by circling the appropriate number and filling in that number for that question on the answer form. Your answers will be kept strictly confidential and will not be identified by name or classroom.

1. Administrators here respect the teachers.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
2. Parents attend Parent-Teacher Association meetings.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
3. In academic subjects, students are given the same topics every year.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
4. At this school, parents frequently volunteer to help on special projects.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
5. Students are taught new material every year in each subject.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
6. Parents rarely attend school activities.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
7. Students are given opportunities to express their views on important matters.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
8. Community members are unsupportive of school activities.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
9. Teachers are often disrespected by students.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
10. Staff members at this school know the mission statement of the school.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
11. The principal has little contact with the teachers.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
12. Teachers use a variety of teaching methods to help their students learn.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
13. Community members are unwelcome in the school.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree

- | | 1 | 2 | 3 | 4 | 5 |
|---|----------------|-------|----------|----------|-------------------|
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
| 14. The principal visits teachers' classrooms regularly. | | | | | |
| 15. At this school, parents frequently volunteer to help in the classrooms. | | | | | |
| 16. Students are treated the same regardless of social class. | | | | | |
| 17. Most students here feel that they can learn. | | | | | |
| 18. The relationship between the school and the community is good. | | | | | |
| 19. Non-teaching staff are asked to help with decisions on school matters. | | | | | |
| 20. It is easy to guide the behavior of the students at this school. | | | | | |
| 21. At this school, students are unfriendly. | | | | | |
| 22. The principal provides constructive feedback to teachers about their performance. | | | | | |
| 23. The school is usually too noisy. | | | | | |
| 24. The school reaches out to the community. | | | | | |
| 25. Students here are caring people. | | | | | |
| 26. At this school, students help one another. | | | | | |
| 27. Few teachers are willing to give students extra lessons after school. | | | | | |
| 28. Rules are obeyed by students. | | | | | |

29. The principal sets the direction for this school.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
30. Students at this school have good self-control.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
31. Students are treated the same regardless of race.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
32. Staff at this school believe that very few of their students will make it to college.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
33. At this school, staff members agree that there is little hope of a good future for their students.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
34. Male and female students seem to benefit equally well from instructions.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
35. Students at this school do not care about learning.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
36. Students regardless of race seem to benefit equally well from instruction.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
37. Teachers are given opportunities to express their views on important matters.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
38. Male and female students are treated equally well.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
39. There is good discipline at this school.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
40. At this school, teachers find ways to motivate their students to learn.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
41. It is clear that the principal facilitates and guides the management process in the school.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
42. The behavior of children at this school is good.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
43. This school has a quiet atmosphere conducive to learning.
1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree

- | | | | | | |
|-----|--|-------|----------|----------|-------------------|
| 44. | There is good community involvement in the life of the school. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|--|-------|----------|----------|-------------------|
| 45. | Most staff at this school expect many of their students to go on to college. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|--|-------|----------|----------|-------------------|
| 46. | Most staff here agree that many students at this school will not complete high school. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|--|-------|----------|----------|-------------------|
| 47. | Rules are frequently broken by students. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|---|-------|----------|----------|-------------------|
| 48. | The school's administration is sensitive and responsive to the needs of students. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|--|-------|----------|----------|-------------------|
| 49. | Staff at this school see a bright future for their students. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|---|-------|----------|----------|-------------------|
| 50. | Few opportunities are available for parents to give their opinions on school matters. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|--|-------|----------|----------|-------------------|
| 51. | Teachers at this school are committed to helping students learn. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|---|-------|----------|----------|-------------------|
| 52. | Professional nonteaching staff play an active role in decision-making groups. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|---|-------|----------|----------|-------------------|
| 53. | Students at this school are unwilling to learn. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|--|-------|----------|----------|-------------------|
| 54. | Members of the community work closely with school staff to improve the school. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|---|-------|----------|----------|-------------------|
| 55. | This school encourages parent involvement in the day-to-day activities of the school. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|--|-------|----------|----------|-------------------|
| 56. | The principal usually makes decisions concerning the school without consulting teachers. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|---|-------|----------|----------|-------------------|
| 57. | Non-teaching staff are given opportunities to express their views on important matters. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
-
- | | | | | | |
|-----|---|-------|----------|----------|-------------------|
| 58. | The same students get chosen every time to participate in after-school or special activities. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |

59. This school is usually clean and tidy.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
60. Our students are willing and eager to learn.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
61. Parents are given opportunities to express their views on important matters.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
62. Parents visit the school on a regular basis.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
63. Teachers at this school expect many of their students to pursue some kind of higher education beyond high school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
64. Parts of this school are often flooded.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
65. Students are orderly.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
66. Teachers here believe that their students will be among those who will help to solve problems of the future.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
67. This school has a bright and pleasant appearance.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
68. Some students are treated unfairly by teachers.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
69. This school is a safe place.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
70. There are often broken windows or doors in this school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
71. Students here fight a lot.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
72. Teachers at this school try to make school work exciting for students.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
73. The walls of this school are usually in good condition.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |

74. At this school, staff pay attention to students' feelings.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
75. This school is helping the students to develop into well-adjusted human beings.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
76. At this school, teachers make students feel good about themselves.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
77. Generally this school is well maintained.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
78. Teachers at this school generally try to accommodate the different learning styles of the children.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
79. The curriculum and materials used in this school reflect the ethnic and cultural diversity of students in this school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |

Classroom Environment Questionnaire

(Elementary School Student Version)

E

This is not a test, and there are no right or wrong answers.

The sentences on this form describe different things about school classes. We'd like to know a little more about how you see your class. Read each sentence carefully. Think about it as you read it. Then, decide whether the sentence (in your opinion) is "Always", "Usually", "Sometimes", or "Never" true of your class. Circle only one answer, and then carefully mark your green answer sheet with the number (either a "1", "2", "3", or "4") above your circled answer.

Your teacher will not be seeing your answers and they will not be shared with others. Remember, it is important that you put down what you really think.

- | | | | | | |
|----|--|--------|---------|-----------|-------|
| 1. | We work hard on what we do in my class. | 1 | 2 | 3 | 4 |
| | | Always | Usually | Sometimes | Never |
| 2. | We get to know each other really well in my class. | 1 | 2 | 3 | 4 |
| | | Always | Usually | Sometimes | Never |
| 3. | We spend most of the time in my class on lessons. | 1 | 2 | 3 | 4 |
| | | Always | Usually | Sometimes | Never |
| 4. | In my class, we compete with each other. | 1 | 2 | 3 | 4 |
| | | Always | Usually | Sometimes | Never |
| 5. | My class is orderly. | 1 | 2 | 3 | 4 |
| | | Always | Usually | Sometimes | Never |
| 6. | The rules in my class are clear. | 1 | 2 | 3 | 4 |
| | | Always | Usually | Sometimes | Never |
| 7. | We try out new ideas in my class. | 1 | 2 | 3 | 4 |
| | | Always | Usually | Sometimes | Never |

- | | | | | | |
|-----|--|-------------|--------------|----------------|------------|
| 8. | Students daydream a lot in my class. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 9. | In my class, the kids make friends with each other. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 10. | My teacher cares about all the kids in my class. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 11. | In my class, everyone tries hard to get the best grade. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 12. | We're quiet in my class. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 13. | Rules in my class change a lot. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 14. | If students break rules in my class they get in trouble. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 15. | My class is very interesting. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 16. | I make lots of friends in my class. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 17. | My teacher is like a friend to me. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 18. | In my class, we talk more about outside things than about lessons. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 19. | Some students in my class try to answer questions first. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 20. | We fool around a lot in my class. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |
| 21. | We know what will happen if students break the rules in my class. | 1
Always | 2
Usually | 3
Sometimes | 4
Never |

Appendix B

22. My teacher is strict.

1	2	3	4
Always	Usually	Sometimes	Never

23. Most students really pay attention to what the teacher says.

1	2	3	4
Always	Usually	Sometimes	Never

24. In my class, it is easy to get a group of students together to do projects.

1	2	3	4
Always	Usually	Sometimes	Never

25. My teacher tries very hard to help students.

1	2	3	4
Always	Usually	Sometimes	Never

26. In my class, we compete a lot with each other.

1	2	3	4
Always	Usually	Sometimes	Never

27. My class is noisy.

1	2	3	4
Always	Usually	Sometimes	Never

28. My teacher explains what the rules for my class are.

1	2	3	4
Always	Usually	Sometimes	Never

29. We get in trouble for talking in class when we are not supposed to.

1	2	3	4
Always	Usually	Sometimes	Never

Thank you for completing this survey.

School Climate Survey

(Parent Version)

G

This survey is designed to get the opinions of parents concerning your child's school. We want to know how you feel about your child's school. Your input is very important in helping to better understand the issues related to the school climate. **Your responses are strictly confidential and you will not be identified in any way.** Thank you for taking the time to respond.

Please indicate how strongly you agree or disagree with each statement on the survey by circling one of the five responses (please circle only one response). Then mark the green answer sheet with the number (1 through 5) of the response that you have selected.

1. The principal and other administrators of my child's school respect the teachers.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
2. My child is taught new material every year in each subject.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
3. At my child's school, teachers make sure that the children can read well.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
4. At my child's school, teachers make sure that the children can write well.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5. I do not often attend school activities.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
6. Community members work with staff at my child's school to help improve the school.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
7. My child's school is strong in academics.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
8. At my child's school, there is little chance for teachers to share their views on school matters.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
9. My child's school reaches out to the community.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
10. My child is respected by the teachers.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
11. Parents at my child's school often visit the school.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

12. My child believes that he/she can do well in school.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
13. Staff at my child's school have frequent contact with the children outside the school setting.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
14. Most staff at my child's school are aware of our concerns in the community.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
15. I often visit my child's school.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
16. The relationship between my child's school and the community is good.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
17. At my child's school, parents take an active part in making school decisions.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
18. Teachers at my child's school encourage me to visit the school.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
19. My child's school has a high standard of work.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
20. My child trusts the teachers.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
21. At my child's school, the principal alone usually makes decisions concerning the school.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree ; 5 Strongly Disagree
22. I usually attend Parent-Teacher Association (PTA) or other parent organization meetings at my child's school.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
23. Teachers at my child's school help my child with school problems.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
24. At my child's school, I have the chance to give my views on school matters.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
25. I often help with special school projects (for example: bus trips, fund-raising).
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree
26. At my child's school, parents have a great deal of confidence in the school staff.
 1 Strongly Agree 2 Agree 3 Not Sure 4 Disagree 5 Strongly Disagree

42. At my child's school, the principal and other administrators respect the non-teaching staff.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
43. The children at my child's school are caring people.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
44. There are often broken windows or doors in my child's school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
45. My child likes to go to school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
46. At my child's school, the principal and other administrators care about the needs of the children.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
47. The walls of my child's school are usually in good condition.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
48. My child has the opportunity to give his/her opinions on school matters.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
49. At my child's school, all staff members help to make decisions about school matters.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
50. The teachers make sure that my child can do his/her work well.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
51. I make sure my child does his/her homework.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
52. At this school, teachers pay attention to my child's feelings.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
53. At this school, teachers help my child feel good about himself/herself.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
54. This school is helping my child to develop into a well-adjusted person.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
55. My child's school is kept in good physical condition.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |

We appreciate your taking the time to fill out this questionnaire. Thank you.

27. Many parents attend Parent-Teacher Association (PTA) or other parent organization meetings at my child's school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
28. My child feels that he/she can learn at this school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
29. At my child's school, teachers help to make decisions about the school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
30. Most students at my child's school enjoy reading.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
31. At my child's school, the principal and other administrators show consideration for teachers.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
32. My child is willing to learn at school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
33. At my child's school, the principal and other administrators care about the needs of parents.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
34. My child does not care about learning.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
35. My child's school is usually clean and tidy.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
36. Teachers at my child's school are respected by the principal and other administrators.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
37. Children at my child's school do not want to learn.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
38. Parts of this school are often damaged.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
39. We parents believe that the principal and other administrators will do the best for our children.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
40. There is good community involvement in my child's school.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
41. My child's school has a bright and pleasant appearance.
- | | | | | |
|----------------|-------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |

References

- Anderson, Carolyn S. "The Search for School Climate: A Review of the Research." *Review of Educational Research*; v52, n3, p368-420. Fall 1982.
- Coleman, Peter. (1984). "Elementary School Self-Improvement Through Social Climate Enhancement." ERIC document ED 251961.
- Comer, James P. & Haynes, N. "The Comer School Development Program: A Theoretical Analysis." *Urban Education*; v26, n1, p56-82. April 1991.
- Ellis, Thomas I. (1988). "School Climate." ERIC document ED 291154.
- Gottfredson, Gary & Gottfredson, D. "Using Organizational Development to Improve School Climate." Center for Research on Elementary and Middle Schools. Johns Hopkins University. July 1987.
- Hoy, Wayne K. & Clover, S. "Elementary School Climate: A Revision of the OCQD." *Educational Administration Quarterly*; v22, n1, p93-110. Winter 1986.
- West, Carol A. "Effects of School Climate and School Social Structure on Student Academic Achievement in Selected Urban Elementary Schools." *Journal of Negro Education*; v54, n3, p451-461. Fall 1985.

Acknowledgements

This research was conducted as a project under the the direction of Judy Bippert and Dr. Ricardo Cornejo from San Diego State University. Statistical assistance was provided by William Borton of Entrust Associates.

Bibliography

- Borton, William; et al. (1996). "Validating the Comer Model: The Effects of Student, Teacher and Parent Affective Variables on Reading and Mathematics Performance Outcomes." Paper presented at the Annual Convention of the American Educational Research Association. New York, NY.
- Bradley, Ann & Olson, L. (1993). "Special Report: From Risk to Renewal: The Balance of Power." <http://www.edweek.org/htbin/fastweb?getdoc=view4=ew1993+307+10-wAAA+%26%28school%26climate%29+%26AND%26%28school%26climate%29%3AKEYWORDS%26OR%26%28SCHOOL%26CLIMATE%29>
- Brookover, Wilbur B. (1979). "School Social Systems and Student Achievement: Schools Can Make a Difference." New York, NY: Praeger.
- Bulach, Clete; et al. (1994). "The Influence of the Principal's Leadership Style on School Climate and Student Achievement." ERIC document ED 374506.
- Davis, Louise & Peck, H. (1992). "Outcome Measures - School Climate: Curriculum and Instruction." ERIC document ED 353335.
- Gonder, Peggy & Hymes, D. (1994). "Improving School Climate and Culture. AASA Critical Issues Report No. 27." ERIC document ED 371485.
- Kelley, Edgar A.; et al. "Improving School Climate." *The Practitioner*; vXV, n4, p1-5. May 1989.
- Lindelow, John. (1989). "School Climate." ERIC document ED 309512.
- Ramirez-Smith, Christina. "Stopping the Cycle of Failure: The Comer Model." *Educational Leadership*; v52, n5, p14-19. February 1995.
- Smith, Robert McNeil. (1978). "Evaluating Educational Environment." Columbus, OH: C.E. Merrill Publishing Co.
- Taylor, Dianne & Tashakkori, A. (1994). "Predicting Teachers' Sense of Efficacy and Job Satisfaction Using School Climate and Participatory Decision Making." ERIC document ED368702.
- "Positive School Climate." School Board Presentation. <http://www.auburn.wednet.edu/chinook/cclimate.htm>
- "The Importance of School Climate." <http://www.quest.edu/wnriarticle21.htm>
- "One School That Can." <http://www.edweek.org/qc/indicators/cli-n.htm>

BEST COPY AVAILABLE



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

EA 029182



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: COMER SCHOOLS: ARE THEY RECOGNIZABLE THROUGH DIRECT OBSERVATION?

Author(s): LINDA AGUILERA, PATTI CRANE, MARIANN HAMER, MELISSA MORRISON, DINA SERRANO

Corporate Source: SAN DIEGO STATE UNIVERSITY
and SAN DIEGO UNIFIED SCHOOL DISTRICT

Publication Date:

4/16/98

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A



Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign
here,→
please

Signature: Linda Aguilera	Printed Name/Position/Title: LINDA AGUILERA / TEACHER
Organization/Address: San Diego Unified School District / Fulton Elem. 7055 Skyline Drive San Diego, CA 92114	Telephone: (619) 748-6169 FAX: (619) 527-4172
	E-Mail Address: laquiler@sdcoe.k12.ca.us Date: 4-20-98



Clearinghouse on Assessment and Evaluation

University of Maryland
1129 Shriver Laboratory
College Park, MD 20742-5701

Tel: (800) 464-3742
(301) 405-7449
FAX: (301) 405-8134
ericae@ericae.net
<http://ericae.net>

March 20, 1998

Dear AERA Presenter,

Congratulations on being a presenter at AERA¹. The ERIC Clearinghouse on Assessment and Evaluation invites you to contribute to the ERIC database by providing us with a printed copy of your presentation.

Abstracts of papers accepted by ERIC appear in *Resources in Education (RIE)* and are announced to over 5,000 organizations. The inclusion of your work makes it readily available to other researchers, provides a permanent archive, and enhances the quality of *RIE*. Abstracts of your contribution will be accessible through the printed and electronic versions of *RIE*. The paper will be available through the microfiche collections that are housed at libraries around the world and through the ERIC Document Reproduction Service.

We are gathering all the papers from the AERA Conference. We will route your paper to the appropriate clearinghouse. You will be notified if your paper meets ERIC's criteria for inclusion in *RIE*: contribution to education, timeliness, relevance, methodology, effectiveness of presentation, and reproduction quality. You can track our processing of your paper at <http://ericae.net>.

Please sign the Reproduction Release Form on the back of this letter and include it with **two** copies of your paper. The Release Form gives ERIC permission to make and distribute copies of your paper. It does not preclude you from publishing your work. You can drop off the copies of your paper and Reproduction Release Form at the **ERIC booth (424)** or mail to our attention at the address below. Please feel free to copy the form for future or additional submissions.

Mail to: AERA 1998/ERIC Acquisitions
University of Maryland
1129 Shriver Laboratory
College Park, MD 20742

This year ERIC/AE is making a **Searchable Conference Program** available on the AERA web page (<http://aera.net>). Check it out!

Sincerely,

Lawrence M. Rudner, Ph.D.
Director, ERIC/AE

¹If you are an AERA chair or discussant, please save this form for future use.



The Catholic University of America